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BOOK REVIEWS

Correlated Courses in Woodwork and Mechanical Drawing. By IRA S. GRIFFITH, A.B. The Manual Arts Press. Pp. 238.

Essentials of Woodworking. By IRA S. GRIFFITH, A.B. The Manual Arts Press. Pp. 190.

Projects for Beginning Woodwork and Mechanical Drawing. By IRA S. GRIFFITH, A.B. The Manual Arts Press. 51 plates.

Advanced Projects in Woodwork. By IRA S. GRIFFITH, A.B. The Manual Arts Press. 51 plates.

The books on woodworking which are listed above represent a very comprehensive attempt to make the shopwork in the last two years of the elementary school systematic and progressive. One of the great virtues of the foreign systems of manual training, namely the Russian system and the Lloyd system, was that these systems were worked out completely, so that the teacher of limited training knew how to proceed step by step through a series of class exercises. With a reorganization of manual training and the injection of many demands for an industrial type of training, the regular progression of this work has lost somewhat. Even teachers who have seen the importance of introducing manual training into the school work have been unable to organize their good intentions and the enthusiasm of the students into anything which would constitute a regular progressive scheme.

In the first book, *Correlated Courses in Woodwork and Mechanical Drawing*, Mr. Griffith has given, in detail, lessons for each of the different grades. He has also given some discussions of the methods of grading the work and of the different materials necessary for the successive grades. The normal-school student and the teacher will find in these discussions the best possible stimulus to a careful and systematic consideration of the lines of work which children can profitably take up.

The second volume, *Essentials of Woodworking*, contains very good descriptions of the tools which are needed for a manual-training course and also a discussion of how each tool is to be used. The book also contains an account of the principles of simple joinery and cabinet-work and an account of the different kinds of wood that can be employed for ordinary shopwork.

The two volumes entitled *Projects for Beginning* and *Advanced Projects* give drawings which can be used for classroom work. These drawings repeat the sketches that are presented in the first volume and are convenient in this form for the use of students in classes.

This series of books is certainly a very genuine contribution to the work of manual training. One of the gravest difficulties with the technical subjects in the school course is that they lack that kind of progression which is characteristic of academic courses. Because of this lack of systematic organization there is also in many cases a lack of genuine educational utility in the courses. Mr. Griffith is a teacher of experience. He has also been in contact with the normal classes at Bradley Poly-

technic Institute and has trained them in the presentation of materials. The book shows a broad view of the subject-matter of manual training adequate for advanced students as well as for immature children who begin the shopwork in the grades. The work is progressive but not formal. The student is given the idea of a real project, but is at the same time guided in his work so that he will get the fundamental processes necessary to a general training in the use of tools.

C. H. J.

The Children's Reading. By FRANCES JENKINS OLCOTT. Boston: Houghton Mifflin Co., 1912. Pp. 344. \$1.25 net.

Miss Olcott has so well stated the aim and scope of her book in the prefatory note to readers that I can do no better than quote it here.

"The aim of this book is to meet in a simple and practical way the following questions often asked by parents:

"Of what value are books in the education of my children?

"What is the effect of bad reading?

"How may I interest my children in home-reading?

"What kind of books do children like?

"What books shall I give my growing boy and girl?

"Where and how may I procure books?

"These questions are answered in fourteen chapters, each followed by a descriptive list of books helpful to parents and to child-study clubs, or suitable for the children's own reading. All juvenile books recommended are selected by standards based on Christian ethics, practical psychology, and the literary values of generally accepted good books. Instructions are given for procuring books by purchase or from public libraries. Special suggestions are made for parents living in the country.

"To make the information in the book of practical use, suggestions are given as to ways and means of interesting children in home-reading, and developing their literary tastes gradually and pleasantly—for, as the greatest of our English poets says: 'No profit grows where is no pleasure taken.'"

Miss Olcott, for many years the Director of the Children's Department of the Carnegie Library in Pittsburgh, has had exceptional opportunities for developing the use of good books among children. Her wide experience has most admirably suited her to the task she has undertaken. The teacher and librarian, as well as the parent, will find it very convenient to have so much information of a practical nature in a single volume. It is a mine of information published in attractive form.

IRENE WARREN